

UNCG



Incoming Transfer Students- Who are They, Where are They, How Can We Bridge the Gap?

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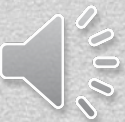


The University of North Carolina at Greensboro serves more than 17,000 students

- About 1,500 (11%) are transfer students
- Diverse educational backgrounds and prior exposure to information literacy training
- Half transfer into UNCG as juniors or seniors
- These new students are “hidden” among students who have received several years’ of library instruction
- Miss the first year information literacy program
- Some upper level instructors expect “students should know the library by now”

What do these students need, and how can we provide it?

Why study transfer students?



Online survey in Google Forms (university account)

- Gained IRB approval
- Registrar provided email list for all incoming transfers
Two \$25 gift certificates offered
- Approx 1,500 e-mails sent before Fall semester 2014
- 14 questions: three tasks, background information, intended major, interest in library skills training
- Data downloaded without identifying information

The Research Study



The first three questions are to find out what strategies and skills you use when searching for background and research information on topics.

I want to find information through the library. What are the best words for me to type? This is my research question: What are the long term effects of smoking on health?

I'm doing a persuasive speech about quitting smoking. Can you tell which of these web pages would be the best source for me to use?

- ☐ <http://cigarettezoom.blogspot.com>
- ☐ <http://www.cdc.gov/tobacco>

Why did you select this website?

Which of these statements would I need to cite? (tell my audience where I found the information). Please check each statement that needs a citation.

- ☐ Smoking causes lung cancer [this information can be found in many places - the Internet, seen on t.v., heard in class, and seen on packs of cigarettes]
- ☐ "Approximately 69% of smokers want to quit completely" [this quote was found for free on the Internet]
- ☐ Even being around second hand smoke can cause health problems like lung cancer, heart disease, and respiratory infections [this information was found for free on the Internet and I restated the information in my own words]

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33% completed



Selected results...

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N=154	Frequency	Percent
18-21	55	35.3
22-29	55	35.3
30-59	43	27.6
Missing	1	.6

..Age of respondents



Major	Number (n=156)
Biology	17
Supply Chain Management, Consumer Apparel, Entrepreneurship	14
Speech Pathology/Deaf Studies	11
Family Studies and Family and Human Development	11
Nursing	11
Sociology, Social Work, or Humanities	10

Health Sciences and School of Business represented heavily.

Most common majors...

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	Frequency	Percent
Knowledgeable	24	15.6
Fair	51	33.1
Poor	71	46.1
Other	5	3.2
Missing	3	1.9
Total	154	100.0

About 73% either fair or poor in terms of knowing appropriate use of search terms!

How knowledgeable is respondent of search terms to use?

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	Transferred from Community College	Transferred from another UNC system institution	Transferred from another university outside the UNC system
Knowledgeable	7.1%	36.4%	24.4%
Fair	34.1	27.3	34.1
Poor	50.6	36.4	39
Other	4.7	0	2.4
Missing	3	1.9	0

In the “knowledgeable” group, highest percentage came from a University or College inside the UNC system.

In the “poor” group, highest percentage came from a Community College





	Knowledgeable	Fair	Poor	Other	Missing
18-21	18.2%	32.7%	43.6%	1.8	3.6
22-29	18.2	34.5	40	5.5	1.8
30-59	9.3	32.6	55.8	2.3	0.0

In the “knowledgeable” group, the smallest percentage was in the 30-59 age range, and the other two age ranges had equal percentages.

In the “poor” group, the smallest percentage was in the 22-29 age range, while the highest percentage was in the 30-59 age range.



- Using data, develop services and instruction that transfer students want and need.
- Find creative ways to market our services and reach out to a population often difficult to target.
- Design follow-up studies, examples:
 - Comparing incoming transfer students to cohorts who have been here.
 - Follow up studies on transfer students after receiving information literacy instruction here.
 - Further research on incoming transfer students using other research methods, such as focus groups.

What are our next steps?



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Thank you!

